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ABSTRACT

Many educators realize that today's children must be prepared for a world whose nations and peoples are increasingly interdependent. It is not so clear, however, how a school can transform itself to embrace this still new reality. The Union-David Gaul School in Union, Maine (students are from three rural nonindustrial towns with small populations between 1,350-2,930) has made that transition, with remarkable results. Beginning in 1987 to take efforts to reform its curriculum, the school is now called an "international school." This paper describes, interprets, and evaluates the transition as a case study in curriculum development in global education. Five major areas are addressed: the curriculum development process, the interdisciplinary curriculum, student impact, parent involvement, and teacher growth. A 16-item list of references is included. (DB)

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THE INTERNATIONAL SCHOOL: A CASE STUDY

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THE INTERNATIONAL SCHOOL: A CASE STUDY

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Futurists construct a vision of multi-cultural interdependence. Educators realize that today's children must be prepared for that reality as it appears today and for a future that will see an even stronger inter-connectedness. How can a school move to this global perspective? One school in Maine has made that transition, with remarkable results. The Union-David Gaul School is now called an "international school." This paper describes, interprets, and evaluates this transition as a case study in curriculum development in global education. Five major areas are addressed: the development process, the interdisciplinary curriculum, student impact, parent involvement, and teacher growth.

Because the development process has remained a neglected area of curriculum research, it has become increasingly important that we recognize that the *process* is as important as the final *product*.. Using Kantor's (1990) definition of curriculum in terms of personal and lived experiences, narrative becomes an appropriate mode for this curriculum inquiry, and, as a story of development, experiences and interactions have become the text for discovery and interpretation. The reader is invited to take part in this journey into the curriculum development process. In the effort to combine development, interpretation, and evaluation into this inquiry, you must understand that "past, present, and future are not simply linear and chronological, but instead are intertwined in dynamic and continually revealing ways" (Kantor, 1990, p.73). As curriculum researchers, we are both inside and outside the process -- an elementary teacher/developer on sabbatical from the international school and a university curriculum teacher/evaluator, both continuing to work with the school during the second year of the development process. This naturalistic mode of inquiry allows us to enfold the voices of teacher, administrators, students, and parents in a way that has been celebrated by others (Bowman, 1987).

Development Process

Contextual Setting

Union is a small town in rural Maine; an unusual setting/the perfect setting for an "International School". As in most rural towns, the children of Union are somewhat isolated and have not been exposed to the cultural enrichment that urban and suburban children experience. Union Elementary and David R. Gaul Junior High Schools are located in a single building in the town of Union, Maine. There are a total of 404 students in the school, of which 276 come from the town of Union. The town of Washington sends 42 students and the town of Warren sends 86 students to grades seven and eight. These towns maintain their own K - 6 schools. This junior high is one of two located in the SAD #40 district.

Union, Washington and Warren are rural, nonindustrial towns with small populations -- 1830, 1350, and 2930 respectively. The per capita income of the residents is low, averaging \$6922 per year. The principal at Union School estimates that parents' occupation is about 40% blue collar, 40% white collar and 20% unskilled.

All three towns were originally farming communities, but now contain only a few small dairy farms with the majority of the residents working outside the communities in places such as Augusta (state capital) or Rockland. Many of the unskilled workers are truck drivers, work in the logging industry, or work in their own small businesses locally. In the summer, Union attracts a small number of tourists to its lakes and beautiful hills. Families with young children find these towns to have some of the few affordable houses and tracts of land left near central Maine coast. Therefore, it is expected that the population of the school-age children will continue to grow while other towns along the coast are experiencing losses. Although the building was built in 1987, there are now two portable classrooms.

Curriculum Background

After several personal trips to France, the fourth grade teacher began using slides of the country as part of the social studies curriculum unit on the Mediterranean region. In 1986-87, she developed a four-week, social studies unit on France. In 1987-88, she expanded the theme of France into an interdisciplinary approach.

In 1986, the seventh grade social studies teacher initiated a class activity in which individual students developed projects on different countries. Elementary teachers asked if they could take part by having each class contribute a display from their classes to the international night which would serve as the culminating event for his students' projects.

In the fall of 1987, the faculty and students of Union School moved into a new building. The principal used this event to challenge the faculty to write for a state innovative grant by asking the question, "What do we want for our new school?" Using this as an opportunity for reflection, the fourth grade teacher began to articulate her belief that all Union students needed to learn how to deal with a global society and her faith that Union teachers could all do the type of interdisciplinary curriculum that had been so joyful for her own students. She talked with two colleagues before going to the principal with the idea of writing a grant to support internationalizing the curriculum, K - 8. After receiving his approval, she talked with teachers at the two team meetings to get total staff support for the idea of "the international school". The elementary faculty was especially eager; the seventh and eighth grade supported the writing of the grant but were fairly neutral in their responses.

Writing the Grant

Using the themes originally developed in the teaching of France, the fourth grade teacher soon had a general framework and a number of specialty ideas ready to begin the grant writing process. With her, the seventh grade teacher and the school speech pathologist (who had grant writing experience) became the writing team. The classroom blackboard was the familiar tool for the unfamiliar process of

setting a budget. After a meeting with the district curriculum director, the team extended the writing over the Christmas holidays.

The program goals became defined in an informal way around the table in the teachers' room. The duty - free lunch hour, supported by aides who supervised student lunches, became the time for professional dialogue concerning the international curriculum. These conversations extended to quick exchange of ideas in the halls and visits in other classrooms. The following goals began to emerge: 1) to promote an improved attitude toward the study of social studies; 2) to become familiar with the rest of the world; 3) to build acceptance of other cultures; and 4) to promote awareness of the global society.

After a year of program experimentation, teachers clearly articulated their beliefs that were translated into goals, "We celebrate other cultures -- students should see how wonderful they are. We point up differences in activities but similarities in people -- children cry, farmers respect the land; parents love their children." In comparing their intuitively derived goals with the literature on global education, the goals of the program appeared to be most closely aligned with the student outcomes described by Anderson (1982): 1) to see other societies as integral parts of a world-wide system; 2) to learn to project oneself into alternative cultural perspectives; and 3) to recognize cultural influences on an individual's own outlook. At this early stage of development, the faculty chose not to focus on global problems although that idea has been raised for inclusion at a later stage by the seventh and eighth grades. Specifically, a decision was made not to get involved at a political level. The Director said "No" to a UNESCO request to be part of an international schools project.

Program Planning

Each grade level needed to choose one country to serve as the vehicle for internationalizing the curriculum. But which countries were needed to give a comprehensive world view, and which grade level was the most appropriate context for that study? The program planners recognized that they must cover "the big three" of Japan, Soviet Union, and China. A middle eastern country, an

African country, a European country and a Latin American country were also priorities. Yet, they also realized that teachers' personal choices needed to be acknowledged. The following selection process emerged:

- Kindergarten selected Japan right away because kindergartners are already familiar with Japanese manufacturers of toys, car, clothes, and televisions. The teachers had a friend whose son was in Japan and might serve as a resource. The teacher also felt that there was a direct link to the social studies focus on the family since the family is an important cultural emphasis in Japan.

- First Grade originally selected Australia, but responded to the planners' feeling that an English speaking country did not fulfill the need to see a full array of cultural diversity. So, the teachers responded unselfishly when the eighth grade rejected using the middle eastern representative country, Egypt. Originally, Egypt had been assigned for the older students in order to promote a discussion of politics with students studying Soviet Union.

- Second Grade selected China because the teacher checked her materials folder and discovered she had lots of stuff. The selection was further supported by the wide variety of children's picture books with a Chinese setting which are most appropriate to young children.

- Third Grade selected Nigeria because the teacher had always done work on black and black history. She did some additional research to find a sub-Saharan African country and chose Nigeria for its geographic variety of deserts, grasslands, and seacoast. She could have easily chosen Finland for more personal reasons, having Finnish relatives.

- Fourth Grade selected France, "for obvious reasons" with tons of materials and a tie-in to the social studies curriculum of world regions. Also, France (as a former colonial power) maintains close ties with Africa, Asia, North America, and the Caribbean. With less time needed to the creation of new teaching materials and strategies, there was more time for this teacher to serve as the project director.

- Fifth Grade selected the United States of America, expanding on the social studies curriculum which focus on the history of America. For the international theme, the focus would be on the cultural diversity of the regions of America and the impact of various immigrant groups.

- Sixth Grade selected Mexico because of its direct line to the social studies curriculum focus on Latin America. The ease of material collection and language support from others were important factors to the teachers who lacked some confidence in the international arena.

- Seventh Grade quickly selected the Soviet Union, not only for its culture and history but also its role in contemporary world politics. The selection seemed almost automatic because of the need for older students to handle the political realm.

- Eighth Grade - with two teachers trained in the classics, they discarded Egypt and selected Greece. The historical origins of democracy and the lore of mythology provided a unique link to both the social studies and English literature

curriculums.

It is evident from the selection process described above that the developmental levels predicted by Hall and Loucks (1978) in the Concerns-Based Adoption Model are valid even when teachers are designing their own program. Personal and management concerns dominate; teachers were concerned about their own abilities and their own connection to resources. Several teachers were concerned about the impact on the students; only one teacher (third grade) appeared to use research before making a choice. The first grade teacher showed concerns for collaboration in changing her country selection.

This initial plan became the basis for an innovative grant submitted to the Maine Department of Educational and Cultural Services in January, 1988. A copy of the grant was distributed to each member of the faculty. The fourth grade teacher, who would later become the project director, began collecting catalogs and addresses of various material sources, including educational and non educational publishers and local bookstores.

When the grant notification came in April, the first step was to work with Terry Gruener, an adjunct professor at the University of Maine at Orono and authority on international children's literature. The emphasis within the list is on books written and/or illustrated in the target country, about the target country, or by an author from the country. The books included both translations and those in the native language. The faculty learned some interesting facts related to international children's literature: 1) Egypt does not write books for its children; 2) In China some books are written on toilet paper but there is almost not money for printing books for young children. Because China was studied in the second grade, picture books were targeted; and 3) In the Soviet Union, novels for the middle grades were not found; those found were used for party propaganda focusing on political moralities. One book of poetry was found.

During this planning time, the project director always had a spot on the faculty meeting agenda for both announcements and feedback. While her own students completed independent work, she would scan catalogs and highlight

articles of interest. Other teachers began to bring in catalogs to share. In the summer, purchase orders were sent to vendors for general international articles, including maps, flags, library books, signs, and art supplies. The dietitian was given a special allotment for school lunches. The instructional allotment for each category was divided by each country. Based on student enrollment, Grades K - 6 were given one-half and seventh and eighth grades were given one-quarter each. Art and music and home economics each received a special allotment. Each teacher was given a budget packet including a budget sheet and pre-signed purchase orders to use during the summer months as they continued their searches. In addition, funding for the new building included a requirement of 1% for art which provided an artist in residence as well as art for the building which was focused on the international theme. Some teachers bought nothing over the summer; others made lots of purchases, made phone calls to embassies, and developed networks of resources related to their country.

Implementation of the Curriculum

The project had begun initially as a means of bringing together the faculty from two separate schools. Therefore, in addition to activities within each classroom, there were school-wide activities planned and carried out during the first year:

- **World Tour.** The first day of school began with an assembly to kick off the year of the international curriculum. Each grade entered the auditorium led by a student picked on the last day of school the previous year to carry the flag of its designated country. The entire group sang "It's a Small World." A slide show introduced the students to each country using a tour of the globe from USA and ending with Mexico. As the music teacher played the national anthem of each country, the flag bearer stepped forward and the class stood up. A seventh grader read an essay on peace and a group of eighth graders presented a skit.

- **Passports.** Each student was given a computer - drawn passport to be used to record each activity in which they participated that was hosted by another grade level (country). Even parents would need passports which were stamped at each event on International Night.

- **Open House.** In conjunction with the regular October Open House, a presentation concerning the international program was given to all participating parents. In addition, each class had a display of their international projects.

- **Lunches.** Each third Thursday, the lunchroom prepared an international meal. Each teacher picked the appropriate month that might match a holiday celebrated in their respective country, often coordinated with the appearance of a guest speaker. The teacher planned the menu with the school dietitian and was

published in the monthly newsletter in the native language with English translation. The students decorated the lunchroom and provided native music. The students also dressed in a special way; either the national colors, native dress or in a creative representation (for France, one student dressed as a chocolate mousse (moose!). In September for the USA, a picnic was held and students wore red, white, and blue.

- **Speakers.** Each teacher was responsible for securing speakers for their country. If time was available, the speaker would talk to the entire student body or visit in other classes as well as the target group. Each guest was also videotaped for a permanent library collection of presentations.

- **Posters.** Both travel and art posters were purchased to hang in the halls, classrooms, and auxiliary rooms to set the tone for the International School. Often, teachers were able to utilize these posters in an instructional way. For example, students used the poster of St. Basil's to measure the towers to build a papier-mache model.

- **ISTV.** Closed - circuit television was used to highlight special events. A student video team was in charge of covering events, speakers, and to interview teachers and students.

- **International Fair.** In the spring the school was transformed into an international fair by students and teachers to share the international theme with community, parents, and other students. The annual art show was held in conjunction with the fair since much of the art work had been developed around the international curriculum. Each country/grade provided native foods as well as sample displays of the special activities of the class, for example the fourth grade was converted into Monet's garden complete with arched bridge.

- **Olympic Games.** Surrounding schools were to be invited to participate in field events as representatives of additional countries.

The classroom activities were expected to focus on the culture of the country through an interdisciplinary approach combined with a variety of learning experiences and materials that expanded well beyond the traditional social studies textbook curriculum. Categories were established to guide the curriculum development by the individual teacher:

- **Language.** Grades K - 3 students were exposed to the sound and sight of the new language while older children developed the ability to read, write and speak a few words and phrases.

- **Foods.** Elementary classrooms tried many new foods, doing some of the cooking themselves. Middle grades classes cooked ethnic recipes in their Home Economics classes.

- **Customs.** Customs and holidays were taught throughout the year whenever appropriate. Holiday celebrations were shared with other classes with whenever possible.

- **Geography.** All students focused on the geography of their country

and its placement in the world through map study skills and map making.

- **Math and Economics.** All students were shown the actual currency of their country and older students were expected to understand and be able to compute exchange rates.

- **Science.** Students were taught about the general flora and fauna as well as about famous scientists and discoveries from their countries.

- **Literature.** The children read and were read to from books written both about the country and by authors from the country they are studying. A professional book list which includes ethnic authors was prepared for this purpose.

- **Writing.** The literature above will be used to generate creative writing. Wherever possible, pen pals will be obtained. Students in grades 3 - 8 will be writing reports and doing research.

- **History.** History was taught as it relates to culture, famous people, economics, etc. The school district has an existing social studies curriculum which was combined where appropriate.

- **Architecture.** Since the architecture of a country and/or its regions reflects its culture, climate, and economics, the students were made aware of architectural styles and the reasoning behind them.

- **Religion.** World religions were taught as a seminar in the seventh and eighth grades and as a part of each country's culture in grades K - 6.

- **Art.** The seventh and eighth grade art teacher included the art and crafts from the Soviet Union and Greece as part of the art program, integrating concepts as much as possible. The elementary art teacher developed projects in coordination with the classroom teachers.

- **Music.** The music department exposed the students to traditional music and dance as well as providing an International Christmas program for the community.

- **Physical Education.** International games will be taught in the physical education classes.

How did this general framework of multi-cultural activities and interdisciplinary concepts become a reality for both teachers and students? The program grew both daily and weekly. Teachers experimented with ideas, always questioning the developmental appropriateness for their grade levels. Most importantly, teachers felt free to challenge themselves and their students in learning these new ideas. And so wonderful projects began to emerge. They found that often the projects were best completed with cross grade level assistance.

Kindergarten focused on the holidays of Japan including Doll Day. With the help of eighth grade students, the kindergarteners folded "a thousand paper cranes" and hung them around the room to bring good luck for the year (Coerr, 1977). When making a large model pyramid from blocks, the first graders needed help from the seventh grade math students. When the pyramid was finished, they stored within it the treasures that they would take into the next life, such as teddy bears, dolls, and blankets.

On the first day of school, the second grade students made a huge paper dragon to serve as their mascot for the year. The students used Chinese calligraphy in their creative writing workshop. With the art teacher, they made pottery bowls from which to eat rice cooked at school.

A Nigerian man, the son of a chief, came to school to share stories and artifacts from his country. For some third graders this was the first black man they had seen in person. Later in the year, an African drummer and dancer spent the day in the physical education classes exploring African rhythms. Two special projects by the students were on making maps and globes and conducting research for reports on African Americans. Similarly, the sixth grade students made class presentations on special Mexican-Americans who had contributed to the culture of the United States. They also developed individual projects on ancient gods and goddesses of Mexico.

As a culmination of a unit on French foods, the fourth grade ran a French cafe for parents in which they served French bread that they had baked in school. In collaboration with the art teacher, the students studied French Impressionist art, creating their own Impressionist paintings and transforming their classroom into a replica of Monet's garden for the International Night celebration.

After studying the colonial period in history, the students in grade five held a Colonial Days Celebration during which the children were taught by local craft persons to make a quilt, weave, play colonial instruments, stencil, make wreaths, set up a colonial militia encampment, sing folk songs, and make colonial foods. They dressed in authentic costume and furnished their classroom with period furniture.

Students in seventh grade presented a Russian folk tale to the lower grade students as a roving play with scenes taking place at various locations around the building. Teachers in seventh grade math, social studies, and art classes combined efforts on an interdisciplinary project in which students built a replica of St. Basil's Basilica to be a permanent display at one entrance to the library. Likewise, eighth grade math and social studies classes researched Greek temples, wrote reports, did architectural drawings on computer and used the print-outs with styrofoam boards to build scale models. Their next project was to plan and build an authentic Greek temple portico for the second library entrance.

The entire school staff became involved. The sign on the janitor's door reads "Princes Charming's Castle" and the school secretary is openly referred to as "Her Majesty, the Queen". The principal came to the USA picnic dressed in red, white, and blue shorts, shirt and hat featuring Snooping waving the American flag and the eighth grade teacher came dressed as an American tourist complete with shorts, Hawaiian shirt and a camera around his neck.

Formalizing the Curriculum

After an exciting year, the faculty realized that they needed to have a written curriculum document and to conduct further development. They began by asking for the assistance of a curriculum consultant. After considerable consultation between the project director, district curriculum director, and university curriculum consultant, a plan was established using the inductive approach which had already begun. Rather than beginning with a complete curriculum design developed through hours of group meetings and planning, the Union teachers had established a platform from which to initiate experiences related to one specific country for each grade level in order to establish the International School. By first experiencing the specifics and now moving to a comprehensive framework, the teachers used an inductive approach as a more natural form of curriculum development. In this way the teachers were also establishing the validity and teachability of units and activities, as well as their relationship to the developmental levels of the students in their grades. At the first meeting with the faculty this approach was explained. The

faculty was very pleased to see that their intuitive approach had validity within the theoretical literature on curriculum development (Taba, 1963), as shown in Figure 1. Steps 1 and 2 were done during the academic year 1988 - 89. Step 3 was completed in the fall of 1989. Step 4 was completed in March, 1990. Step 5 was an on-going process during the academic year 1989 - 1990.

Figure 1. Taba Model for Curriculum Development

Step 1. Production by teachers of pilot teaching-learning units representative of the grade level and subject area.

Step 2. Testing experimental units.

Step 3. Revising and consolidating units.

Step 4. Developing a framework including a rationale or philosophy

Step 5. Installing and disseminating new units.

To assist in the writing of the philosophy, the curriculum consultant organized a workshop around three curriculum orientations -- transmission, transaction, and transformation (Miller and Seller, 1983). At the outset the faculty was divided between the primary educational purposes of developing cognitive processes (transaction) and the development of self through a holistic approach (transformation). Through compromise and consensus, the faculty decided to focus on the transformative orientation, with its focus on the whole child and the concept of interrelatedness. It was also agreed to include wording that stressed the

improvement of thinking skills and the importance of problem-solving in the curriculum.

In keeping with the two-year development process which followed the Taba curriculum development model, the second year workshop process of analysis and refinement of units followed the Taba Instructional model (Joyce and Weil, 1988). Each workshop conducted by the curriculum specialist and project director built upon this model.

PHASE ONE -- *Concept Formation*

In this phase we established the concept of an international curriculum by asking the teachers "What is an international curriculum? What is the international school?" during a faculty meeting in September.

Their responses showed the multiple facets of the program:

Home Economics - "Working together"

Third Grade - "Everyone is close knit"

Third Grade - "The interdisciplinary approach"

Middle Grades/Lang. Arts - "Inter-grade level approach"

Music K-6 - "Eclectic inquiry"

Kindergarten - "Connecting to things the students know (toys)"

Fourth Grade - "Students learn it's okay to be different"

Sixth Grade - "Excitement"

Special Education - "Excitement"

Second Grade - "Learning is exciting"

First Grade - "Students learn that we are all part of the same global world;
taking responsibility"

First Grade - "Students learn that kids in other countries feel the same way"

Fourth Grade - "Own interest to learn"

Second Grade - "Learning from each other and the community"

Middle grade science - "Teacher as learner"

Middle Grade Lang. Arts - "The cumulative effect of all grades working on a
project"

1. Identify relevant data. In order to establish the concept of an international curriculum we focused on gathering data from the pilot year. First, we needed to document the curriculum as it was experienced. Using a special form developed by the curriculum consultant and project directors, teachers recorded the units and/or lessons that were taught during the pilot year. The relevant components were: 1) title, 2) general organization, 3) important concepts/skills, 4) activities, 5) resource list, 6) comments. They also charted units, lessons, and special events by month for the year. Data relevant to school-wide projects was gathered by interview with the project director and the principal. The curriculum consultant and project director also developed survey instruments to gather data from the students and parents. This data will be discussed further in Section III.

2. Group data. For each set of data, groupings were developed.

3. Label and categorize groups. Further analysis showed that two categories received the major focus: the direct study of the country and categories that were relevant to the interdisciplinary approach.

PHASE TWO -- *Interpretation of Data*

1. a. Identify relationships among units/lessons and school goals. This analysis was begun during workshop in March and concluded in May, using three goals from the original grant, goals from Maine's Common Core of Learning, and goals from the survey.

b. Identify relationships to the existing curriculum. In order to verify the analysis charts done by the curriculum consultant, she met individually with each teacher to discuss the initial analysis and to ask for specific changes and improvements.

c. Identify relationships to standard curriculum and to standardized assessments. This point in the analysis led to a confrontation between the fifth grade teacher and the curriculum consultants. This teacher had worked with the librarian on a new social studies curriculum focusing on the United States and did not want to 'rewrite', as she described it. Yet it was impossible for the consultants to tease out just the activities that were valid as part of the international theme. We

had known of this problem in the curriculum as it had actually been taught during the first year.

We recommended that, although the United States was the target country, there still could be a special international approach that went beyond social studies which might include a study of the Native American culture, a study of the ethnic background of the class, and/or a study of immigrants and their contributions to the U.S. It has been found that to accept cultural pluralism, persons need to have a sense of their own identity. "Incorporated in the multicultural education goals are curricula that demonstrate how members of minority groups have contributed to American exploration, territorial expansions, cultural/technical innovation and industrialization" (Cole, 1984, 152).

d. Identify relationship to skills across the curriculum, i.e. thinking skills. This was an area of expertise for the fifth grade teacher who fought for this focus during the writing of the school philosophy.

2. Explore the relationships looking for cause and effect. This required an interview with teachers conducted in May. Did learning one thing lead to another project or approach? Teachers were asked to look for a logical order of units, lessons, or activities and to develop a master schedule.

3. Make inferences to find implications for modifications of units/lessons and to draw conclusions. Analysis of the data revealed that teachers needed further understanding of several of the components of the curriculum format. Because the component *general organization* reminded the teacher to include month and time frame, many teacher just indicated the month and no other organizational features. Several teachers used the component *concepts/skills* to indicate instructional objectives. We also recognized that we needed to add *attitudes* to that component because they were very important to the program goals. The *resource list* focused almost entirely on people rather than materials. It was planned that the objective or guiding question would be written for each unit after the writing and modification were made. In addition, the final document needed to include student evaluation tools. This will necessitate a look at how student assessment takes place at Union

School and what are the newer approaches to assessment. When compared with the categories originally described in the grant proposal, it was evident that a category for *government/citizenship* needed to be added.

For interdisciplinary efforts to be maximized, teachers need to see the analysis and add to them. What Jacobs (1990) terms the "potpourri" problem results when interdisciplinary curriculum units represent merely a "sampling" from each of the disciplines rather than a well-articulated design. Additional categories of classroom management including parent relationships and thinking skills needed to be added.

PHASE THREE -- *Application of Principles*

1. Predict and hypothesize what would happen for each new unit/activity and for another theme or country. Teachers may be asked to expand the units for additional grade levels or ability levels of students by this hypothesis method.
2. Explain and/or support teacher predictions and hypothesis, always asking why.
3. Verify predictions by asking how can teachers make this happen and through setting goals. This will be part of a total evaluation package through which teachers will analyze and evaluate each new or modified plan.

As the framework became more fully developed, we were set to apply the principles that emerged to develop the design and writing of a complete curriculum document. It became more and more evident that this was important for several reasons: 1) When the project director took a one year leave of absence the leadership for the program was not maintained; the passion was not as high; 2) New teachers added to the staff needed benefit of pilot year experiences; 3) Inquiries from other school districts and invitations to present at conferences required more formal and accurate documentation. We felt it was important to document the design process as well because most schools would not adopt exactly the same country for the same grade level, but would use the framework to design their own program.

Curriculum Evaluation

"The participants who manifest a particular curriculum create its form with language and process. Those participants further determine worth and value in a formative manner throughout the enactment of the curriculum. Upon later reflection, both educators and students bring additional perspectives through summative evaluation" (Collay, 1989). The perceptions and experiences of teacher and learners may not be easily captured by conventional methods of curriculum evaluation. (Eisner, 1985). In this section of the paper, the steps in the process of a year-long "interpretive evaluation" will be described.

Student Survey

Students in grades 1 - 9 who were in the school last year were asked to responded to a questionnaire concerning their experiences during the first year of the international school program. Kindergartners were not surveyed because they were not in school the previous year. In the seventh grade, there are some students who were not in Union School last year, but came to Union for middle grades.

The questions were derived from the goals expressed in the original grant. The survey consisted of 10 questions – nine essay and one Likert-type rating. Teachers reviewed questions in advance and gave suggestions for improvement. David Silvermail, Director of USM Testing and Assessment Center, reviewed the questionnaire and made suggestions.

The questionnaire that went to the current ninth graders was covered by a letter explaining the purpose and were taken by the project director to Medonac High School. For grades 1 - 8, a memo was sent to the teacher who was going to conduct the administration of the questionnaire. All students were give five minutes or so "thinking" time to list what they remembered from last year before completing the questionnaire. Grades 1 - 3 were given whole group administration with one answer sheet done by the teacher, whereas, n grades 4 - 9 the students responded individually. Grades 4 - 9 students wrote their answers on notebook paper and attached it to the questionnaire. This was done so that they would not be controlled by the amount of space available. The surveys were answered anonymously

although demographics were asked: age, grade, sex, favorite subject, foreign country visited.

Middle grade teachers stated that student did not want to complete the survey on separate sheets, preferring to write on the survey instrument as an excuse to give only short answers. It also appeared to some teachers as a vehicle for students to complain about school in general. Some of these teachers themselves did not seem to "buy into" the need or seriousness of the survey, never asking students for late returns. The fifth and seventh grade surveys were lost in the school and only the fifth grade repeated the survey.

The process for analysis has been for the curriculum evaluator to compile all the answers at each grade level for each question, then prepare an interpretation for each grade level. Then the project director responded with a reflective interpretation. The next step will be for the teachers to get a copy of all student responses and write their own interpretations. These will then be compared with the reflections of the evaluator and project director. The strategies will be used to assist the teacher in planning for modifications and additions to the curriculum, and to focus on new strategies for student evaluation and curriculum evaluation. The initial reflective interpretations for the first four questions are shown as examples below.

Results and Interpretations

Question 1. *What activity in the international school was the most interesting?*

First grade: favorite activities were ones in which student constructed things often related to art activities. Three activities were related to language arts activities of reading a play, reading stories, and handwriting.

Second Grade: Once again, active construction was important; only one activity was described as "learning" about tombs. School-wide activities highlighted were International Night and the monthly international meals.

Third Grade: group work (making a dragon) was mentioned for the first time. Two special writing activities were personal stories and a letter to a world leader. These students liked the guest speakers and other school-wide activities such as the International Christmas program and Open House.

Fourth Grade: art and music activities enter the list of favorites, including dancing and playing drums, rattles and spoons. Maps and globes become interesting to the students. Surprisingly, the "real" Nigerian was noted only once. And one traditional learning resource, a filmstrip, was mentioned.

Fifth Grade: The making of Monet's garden dominated the interest of the students, with slides mentioned only once. School-wide activities such as the Greek taverna and International Night received some attention. And for the first time, one student responded "nothing". The responses were not as broad as in other classes.

Sixth Grade: From a broad array of the activities, the Colonial Days was the overall favorite (10) and food activities were a distance second (5). Students enjoyed events in which they participated such as role playing and art work. The study of special people appeared for the first time. Events from other classes such as the Russian play and making of St. Basil's along with the International Night were interesting.

Eighth Grade: The making of St. Basil's dominated the favorites' list (13) but "nothing" ran an unexpected second (8). Participation in plays and Russian were the only other classroom activities mentioned. The special events received more attention, with emphasis on monthly lunches, Greek Day, Russian day, and International Night.

Grade Nine: Interests were primarily centered on their own activities with a variety of responses. Only two had a lack of interest and three were interested on outside activities.

Question 2. *What was something special that you did for the International School?*

First Grade: As a group, they basically repeated the activities that they had felt were interesting. One class added singing Japanese songs.

Second Grade: These students remembered the variety of things that they had done. One student remembered being Artist for the Week.

Grade Three: Although many of the activities were done by all students, their memory of their own contributions were varied on one class and more focused in the other.

Grade Four: The students remembered a wide array of ways in which they contributed in classroom activities initiated by the teacher. Most responses for all classes were in terms of products but these included dancing, playing drums and a thumb piano. Five students also highlighted making maps.

Grade Five: Once again, fewer responses with everything concentrated on the production of Monet's Garden (17). One student took pictures to send to a school in France and two felt they had contributed nothing.

Grade Six: Seventeen different types of contributions were mentioned by the students many of which were made for the Colonial days event. Scholarly work such as reports on an individual state or famous person were new types of contributions.

Grade Eight: The making of St. Basil's dominates the contributions

(15) with "nothing" a distant second (7). Other activities centered on the play and other events related to Russian Day.

Grade Nine: "Nothing" was the only repeated response although several students admitted to helping with different events. Only three responses mentioned making temples, even though they used computers it may have been a difficult project. One student wrote a book, the only writing activity mentioned at the middle school level.

Question 3. *If you were to travel to the country you studied last year what would you plan to do and see there?*

Grade One: Each class mentioned seeing the people especially the children, as well as their unique houses, food and clothing. The students thought they would learn Japanese words and do their dances.

Grade Two: Most students wanted to see the pyramids (16) and the sphinx (6), but others wanted to see the animals -- the cats, the crocodile, and the camels(5).

Grade Three: The students wanted to see historical sites, such as the Great Wall, the Forbidden City, and the cave of the stone soldiers. Other responses related more to modern day and common place sites, such as visiting a school, eating at a restaurant, watching a parade.

Grade Four: Many students (10) wanted to see various animals, but seventeen different items were chosen. For the first time, the students began to show concern for the people -- "I would see poor people trying to work"; "I would help people if they need it, I would help feed hungry kids". One student thought he might get lost; another was afraid to go because of a fear of airplanes.

Grade Six: Many of these students (14) could not make the inference that they might travel somewhere special in the USA and said the question did not apply. Yet other indicated that they would like to travel to Hawaii, Florida, California, Alaska, New York, or the Grand Canyon.

Grade Eight: The students concentrated on visiting in Moscow (5) and seeing things there such as St. Basil's (11), the Kremlin, Red square, and other monuments, and historical sites. And what would they do -- meet people (4), see the difference in a Communist government, speak Russian, sell Reeboks, or meet the American Ambassador -- activities not so directly related to teaching events. Some were quite negative, saying that they would not go (4) or would come back soon.

Grade Nine: These student were the least specific, just saying "Lots", a different culture, or "Nothing". Only three students mentioned the temples. For activities, they chose to shop, meet people, and eat.

Question 4: *What would you see there that was similar and/or different from where you live now?*

Grade One: One class mentioned only things that were different. Both classes noted cultural differences. School, boats, and cars were noted as similar.

Environmental features were classified as both similar and different.

Grade Two: Some (4) thought people were different; others (6) thought people were the same. For almost any item, students thought they were both similar and different.

Grade Three: They thought that many of the modern features were the same, such as buildings, restaurants, and shopping areas. They noted differences in people, language, government, amusements, and houses.

Grade Four: Students (8) were impressed by the difference of some people in Nigeria living in huts, but the strange animals (6), and by the jungle. Others spoke of "No nintendo" and "No electricity". Several students (3) recognized a difference in people. One wanted to give a qualifier, "black but nice". One student said everything was different; another that nothing was the same. Yet a few noted similarities in people with "kids like us" who plan food.

Grade Five: Although studying the western-style country of France, only one student noted a similarity -- of land. "There are no castles in Maine", said four students. Others pointed to differences in language, culture and cars and houses.

Grade Six: No answers given

Grade Eight: Four students gave no answers because they would not go. They pointed to many more differences than similarities. The dominant theme was the difference in government (6), less freedom, waiting in line, poorly kept buildings. Surprisingly, they pointed to differences in people and their life styles in dress, housing, cars, and entertainment. Yet a few students thought the people were similar, doing similar things. And the country the Soviet Union has SNOW.

Grade Nine: Four students left the question unanswered, seeming to agree with one voice, "Nothing, because we studied ancient not modern Greece." Four students noted that having temples was different.

Parent Survey

The six questions to be included in the survey and the procedures for conducting the survey were developed by the research team and reviewed by the University of Southern Maine Director of Testing and Assessment. The questions were also reviewed by teachers. A cover letter from the project director explained the reason for the survey. The students who were in the program last year were asked to take the survey home to their parents, with envelopes for returning the survey to the current teacher (an effort to provide privacy). The six questions were to be answered in the space provided, with no demographics requested, thereby providing anonymity. The survey was conducted in the fall 1989; the results were shared with the faculty in January, 1990.

Responses and Interpretations

Question # 1 *What countries have you visited?*

This first question was an attempt to know if the parents of our school community had traveled out of the country; and, therefore, might place more value on the global perspective of the new curriculum. In addition, they could serve as resources to the study of other cultures. Unfortunately, it was the first question in the survey. The explanations and directions given in the cover letter asked for feedback related to the International School. Therefore, a number of parents responded as if they simply had visited the country at the school. This was understandable because it had become a common practice to refer to the grade or class by their country name rather than the grade or the teacher's name. Because we did not ask for names, we are not able to confirm whether or not these respondents had in fact visited foreign countries. Those who indicated a visit to the countries we studied were Mexico - 6, Japan - 4, Greece - 4, France - 3, and China - 2. Twenty-nine percent of the respondents did not appear to understand the question; another eleven percent responded that they had not visited another country. Many of the foreign country travel which appeared legitimate seemed to be related to service in the armed services.

As expected most people who had visited a foreign country listed Canada (16). Visit to the Far East included: Japan, China, Taiwan, Cambodia, Hong King, Vietnam, Laos, Thailand, the Philippines, Marshall Is., and Pakistan. In Western Europe, parents had visited Germany, France, Italy, England, Spain, Austria, Holland, and Ireland. In the Middle East, parents had been to both Turkey and Greece. Parents had also visited the Central American countries of Mexico and Jamaica. Australia had also been visited.

Question # 2 *What have you learned from your child about the country s/he studies in the International School?*

Overwhelmingly the responses clustered around the broad category of culture/customs and food. Eighteen percent (18%) of the respondents responded in the negative: did not talk with student, did not remember, learned nothing, or left

blank.

Question #3 *What do you think are the best things that have come from the International School Project?*

The dominant theme was once again clustered around the category of contrasting cultures and lifestyles. Several responses can be categorized as related to the benefits of the types of teaching/learning experiences. Others are eloquently in tune with the larger goals of the program: recognizing the similarities of all people, appreciating of the world community, reducing prejudice, and caring for our fragile planet. Listen to the voices of the parents:

"I think other cultures and customs made the kids' imaginations go beyond fictional TV characters and pretend play."

"It has exposed these children to other parts of the world. Most children in Maine (in my opinion) continue to live and work in Maine after school or college. I know my daughter would some day like to visit France and her pen pal that she still writes to for over a year now."

"The children have a chance to know about different people and their countries hopefully erasing false ideas that have led to prejudices in their parents' and grandparents' generations."

"An increased understanding that we're here together as one people on one fragile planet, and there are many, many different ways of being human on the planet."

"This is such a valuable lesson for children - that different doesn't mean wrong."

Question #4 *What is your general impressions of the projects and activities that you have seen as part of the International School?*

"I am greatly impressed with the detailed study of each individual project given by the students, from the written reports in book form to the paper mache buildings in the hall of the school."

"My general impression has been amazement for the ferocity that the children have tackled this program, their desire to learn and recreate replicas in

study."

"I think a lot of hard work has gone into these project, with both teachers and students learning together."

"I think that the International School project has a great advantage in preparing our children for further study in world history and current day events."

Question #5 *How have you participated in the International School program?*

Forty-five percent (17) of the respondents indicated that they did not participate or gave no response. Twenty-three percent (9) respondents had attended International Night, yet we know that the attendance at International Night was over 400 persons. Three of the responses were negative, feeling unwelcome at the school. Several who responded that they have not participated in any active way used the survey as a vehicle to volunteer their service. Considering the number of parents who have visited other countries and therefore available as resources or supportive of a global approach in education, this response seems limited.

Question # 6 *What suggestions, if any, would you make for the International School program?*

Many parents used this as an opportunity to just say "Keep it going". But others gave very helpful and thoughtful recommendations. Several acknowledged the need to expand the use of native speakers and multiple responses recommended including foreign languages in the curriculum.

"To encourage individual study (and curiosity) about other countries, organize several "theme country" studies. They should reflect ethnic background of students who attend school i.e. Czechoslovakia, Korea, India, etc. I believe such a program would help to better integrate these students by informing their counterparts of their heritage and help to make these students proud of their backgrounds. Perhaps they would feel less different and more proud."

"I would like to see the school library become involved in this program. I'm amazed at the poor quality and selection of books."

"How about some foreign language study in the K- 8 years? We are so out of step with the rest of the world in this respect."

"Get more input from the students"

"I would like to see more emphasis put on current events and conditions in the country being studied."

"How about a more active survey of the community to see what people, even those who do not have children in school, may be able to contribute in the way of language and experiences."

The responses to the surveys have been given to the teachers and administration. The second year of development will now include a focus on parent involvement. In addition, suggestions from the survey with regards to curriculum will be explored at a school and district level. A second survey of the entire community is anticipated. A more deliberate strategy will target additional ways to keep parents informed on a more regular basis. Now teachers will be asked to develop their own ways to evaluate the program in terms of its relation to the parents and community.

Teachers as Learners

The teacher as learner has become a common phrase in this second stage of educational reform that structures the school as a center of inquiry. Although we venture to say that most of the teachers at Union School may have never heard the phrase, they certainly exemplify the concept. They might also agree with course designers who believe that courses which use interdisciplinary approaches should not be taught by experts. "We as teachers should be willing to engage the material in the same way that we are asking students to learn. Flexible and adventurous teachers will produce flexible and adventurous students" (Kaplan, 1988, 285). With the international curriculum, the teacher does not simply channel information to students, but rather "shares in exploration and discovery with students, posing relevant and challenging dilemmas and encouraging students to apply creativity and critical problem-solving methods towards their solutions. The teacher becomes a learner leading other learners to explore possibilities and to enlarge the sphere of their questions and understandings" (Bonstingl, 1989, 3-4).

Through extensive teacher interviews, we have learned of numerous ways in which Union School's teachers have become learners and cooperative problem-solvers. Basically, each day the teachers and students were approaching new

information, materials, and ideas together. But when the first grade needed help in constructing the pyramids of Egypt, they went to the seventh grade math class for assistance. The middle grades science teacher has begun an adult education course in Russian language study and several others have become fluent in using several common phrases of the language of their country.

We have made further recommendations that teachers read both fiction and non-fiction about their country and at their own level. The purpose of this reading would not be for direct connection to planning instruction but as background knowledge including insight into culture, history, language, dress, and food. These might find their way into stories or discussions in class, but the emphasis would be for the teacher to appreciate the country at an adult level. This appears to be especially important in the area of global education, because many teachers have not been prepared to think globally.

Some of the important teacher learning has also taken place at a pedagogical level. At the planning phase, teachers of seventh and eighth grades questioned how they would use the interdisciplinary approach with a theme when they taught separate subjects, believing it to be much more difficult than for a self-contained class in grades K - 6. They started team discussions and attended a middle school institute. This has lead to their interest in the whole middle school approach. This year they have new schedules and no bells to announce class changes.

Conclusions

In the two years of development of the International School, we can clearly see evidence of the global thinking that is required to produce a strong global education program that can open every American school to this kind of innovation and adventure. The curriculum at Union-David Gaul School is an important step in developing a universal curriculum with the attributes described by Gibbons and Neuman (1986). It was generated from a framework of concepts and processes. The interdisciplinary curriculum was designed to promotes learning for a purpose rather than just providing students with multi-cultural activities. The curriculum requires learning as active participation and concludes with action and reflection by

students as evidenced by our survey of students. The curriculum development process has empowered teachers to develop an active, grassroots curriculum with students and the community as important participants. Also through this process, teachers particularly at the middle level have organized in new roles while also empowering students to decide, learn, cooperate, act, and reflect. It is the belief of the school administrators, teachers, and parents that the international curriculum prepares students to make a beneficial difference in their lives, their communities, and the world.

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